








Title	Emotional zones
Duration	40 minutes
Nr of participants	20 participants more or less
Logistics (space, materials...)	<p><u>Space:</u> the space will be divided into different zones. Each zone will have an emotion assigned to it. <u>Materials:</u> Flashcards indicating the emotions to play in each zone.</p> <p>ANGER annoyance, rage, fury, indignation, irritation, hatred, hostility, exasperation. </p> <p>JOY happiness, exhilaration, bliss, satisfaction, enjoyment, amusement, enthusiasm, jubilation, euphoria, delight. </p> <p>SADNESS boredom, disconsolation, melancholy, regret, grief, sorrow, affliction, despondency, self-pity, depression. </p> <p>LOVE adoration, affection, fondness, attachment, dilection, admiration, delight, infatuation, tenderness. </p> <p>FEAR distrust, startle, dread, worry, insecurity, apprehension, anguish, terror, panic. </p> <p>AVERSION contempt, resentment, disgust, repulsion, antipathy, abhorrence, disdain. </p> <p>SHAME embarrassment, doubt, humiliation, guilt, remorse. </p>
Objectives	Express emotions, acquire emotional vocabulary, investigate and discover the range of emotions.
Preparation	The facilitator will prepare the space prior to the activity. They will separate the workspace into different zones. Each zone will have a flashcard indicating which emotions should be played in it.
Description	<ol style="list-style-type: none"> 1. The facilitator first shows the flashcards to the participants, making sure that everyone understands the vocabulary in them. 2. The participants will start walking around the space, through the different zones. When walking inside a zone, they will have to play the emotion in the flashcard. <i>For example, fear.</i> 3. The participants will wander around the space for 10 minutes to explore the different zones and their respective emotions, without interacting with anyone for now. The closer they get to the flashcard, the stronger the emotion should be played; and the further they get from it, the less intensity they should use.

	<ol style="list-style-type: none"> 4. The participants all choose a nonsense sentence, <i>for example, 'The trees I see from my window are tall'.</i> This sentence can be in different languages, etc. 5. The group will then continue moving through the different zones, now interacting with each other: <i>shaking hands, hugging, saying hello, etc.</i> But only pronouncing the chosen sentence, and continuing to interpret the emotions in the flashcards.
Evaluation and reflection	Which emotion was the hardest to play for you?
Guidelines for the facilitator	Even though the vocabulary is important, the facilitator shouldn't spend a lot of time on the explanation of the words in the flashcards, as every participant should interpret the emotions however they understand them.

